

AB 75 Principal Training Program

Summary and Status

February 19, 2002

Background

AB 75 (Steinberg, Chapter 697 2001) establishes the Principal Training Program to provide professional development training to school-site. The measure provides authorization to, and incentive funding for, Local Education Agencies (LEAs) to provide the training and requires the State Board of Education (SBE) to develop criteria for the approval of training providers, in consultation with the Commission on Teacher Credentialing (Commission) and other experts. In addition to state funding of \$15 million, the Gates Foundation has provided incentive matching funds for AB 75 professional development efforts in the amount of \$18 million. Funding is sufficient to prepare all principals and vice-principals over a three-year period. Finally, the measure authorizes the Commission to approve an AB 75 training program as meeting a portion or all of the requirements to fulfill the standards for a professional clear administrative services credential.

Current Status

The SBE convened an advisory group of principals, district administrators, and other experts to develop and review the criteria for the approval of training providers (Attachment 1). The Advisory Group met several times between October 2001 and January 2002 to develop and refine the criteria and requirements. On February 7, 2002 the SBE approved the draft criteria and requirements for the approval of training providers (technical amendments and additional detail from the Sacramento County Office of Education pending). SBE staff estimate that the criteria will be finalized by the end of March 2002. The California Department of Education, in conjunction with the SBE will be responsible for coordinating the release of the request for proposals and development of an implementation schedule. Pursuant to legislative intent, priority for the use of AB 75 and related funding will be given to key administrative staff in "low-performing" and "hard-to-staff" schools.

Summary of Draft Requirements and Criteria

The draft criteria and requirements are grounded in the SBE adopted K-12 academic content standards and curriculum framework with the ultimate goal of improving student academic achievement. Thus, the AB 75 criteria were developed with the clear expectation that training providers focus all training on improving student achievement through the..."thoughtful implementation of standards-based instruction, curriculum frameworks, instructional materials and the use of pupil assessment instruments"¹.

AB 75 training providers will be expected to design programs to fit the needs of individual local education agencies (LEAs), schools, and principals and differentiate the training program options to address various levels of principal experiences, current competencies and prior training. In cases where there is substantial evidence that an individual principal has already mastered the basic (and advanced, if available) content being offered by the provider, the individual principal

¹ SBE AB 75 Draft Criteria

may waive out of the training module(s) offered by the provider and instead participate in an alternative course of professional development. It is the responsibility of the LEA, in consultation with the provider and the individual, to determine an alternative course of professional development that is equal in time duration and rigor to the standard training. The requirements for individual principals to waive out of the standard training offered by the providers and proceed into an alternative course of professional development are detailed in the SBE draft criteria.

AB 75 requires that principals receive training in the following content areas, identified in subsection 44511(a):

- (1) School financial and personnel management.
- (2) Core academic standards.
- (3) Curriculum frameworks and instructional materials aligned to the state academic standards.
- (4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program and school management technology to improve pupil performance.
- (5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance.
- (6) Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.

AB 75 content areas (a) (1) through (6) are required by law. AB 75 content area (b), below, is optional.

- (b) The additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating schoolsite administrators include pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations and the creation of effective learning and workplace environments.

The draft criteria specifies that training for the AB 75 content areas will be provided in two phases, an Institute and a Follow-Up Practicum. The entire training program is divided into 3 modules aligned with general competencies. Each module includes guidelines for both the Institute phase and the Follow-Up Practicum phase. The Follow-Up Practicum offers significant opportunities for individualization and mentoring follow-up activities should be tailored to the appropriate to the skill level and experience of the individual. The three modules are defined as follows:

Module 1: Leadership & Support of Student Instructional Programs

Module 1 should emphasize the knowledge and actions required to lead and assist teachers in fully implementing the standards-based instructional programs approved by the local school board; and to plan, monitor and act on assessment data for improving instruction and student achievement.

Module 2: Leadership & Management for Instructional Improvement

Module 2 should clearly focus on the elements necessary to align monetary and human resources to appropriate priorities to support and monitor effectiveness of instruction and improvement on student achievement.

Module 3: Instructional Technology to Improve Pupil Performance

Module 3 should focus on technology applications, which link and support Module 1 and Module 2 in addition to serving a key role for process and system-wide improvements. Under the special funding and program considerations detailed by the Gates Foundation, technology will not be merely a stand-alone component of the training, but will be embedded throughout the training as a tool to support the principal's work as an instructional leader.

The requirements for the breadth and depth of the training curriculum for the modules is further detailed in the SBE draft criteria.

Providers may apply for approval to provide training in one or more modules and can only provide training for modules for which the SBE has approved them. LEAs can use an external provider for one or two modules, and apply to be their own provider for the remaining module(s). This will enable LEAs to create an effective program using a team of providers each with focused expertise and quality track records.

It is important to note that in order for schools to receive funding under AB 961 (Steinberg and Vasconcellos 2001), the High Priority Grant Program for Low Performing Schools, all principals in low-performing schools must participate in AB 75 training. Therefore, those principals may be required to complete preliminary requirements, professional clear requirements and AB 75 training, unless the Commission recognizes AB 75 training as equivalent, under new standards, to the professional clear credential requirements.

AB 75 Principal Training Program Advisory Group

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